

# 2021-2022 & Fall 2022 PEC & IEC Data



Board of Education Presentation  
November 2022

# aimswEBPlus

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## Background

# What is aimswebPlus

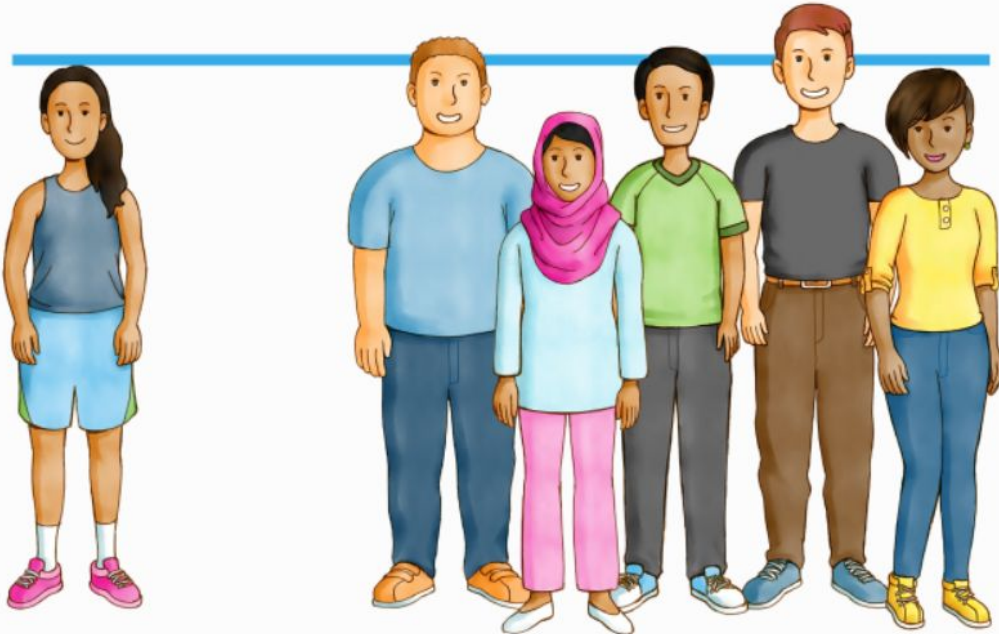
aimswebPlus is a web-based solution for universal screening, progress monitoring, and data management for Grades K-12. aimswebPlus provides guidance to administrators and teachers based on accurate, continuous, and direct student assessment. aimswebPlus is a norm-referenced test.



# Norm- vs. Criterion-Referenced

## Norm-Referenced Test

Norm-referenced tests compare a student's performance against the performance of their peers.



## Criterion-Referenced Test

Criterion-referenced tests compare a student's knowledge and skills against a predetermined standard, cut score, or other criterion.

In criterion-referenced tests, the performance of other students does not affect a student's score.



# Norm- vs. Criterion-Referenced

	Definition	Purpose	Content	Administration	Score Reporting	Score Interpretation
<b>Norm-Referenced</b>	Norm-Referenced tests measure the performance of one group of test takers against another group of test takers.	To measure how much a test taker knows compared to another student.	Norm-Referenced tests measure broad skill areas taken from a variety of textbooks and syllabi.	Norm-Referenced tests must be administered in a standardized format.	Norm-Referenced test scores are reported in a percentile rank.	In Norm-Referenced tests, if a test taker ranks 95%, it implies that he/she has performed better than 95% of the other test takers.
<b>Criterion-References</b>	Criterion-Reference tests measure the performance of test takers against the criteria covered in the curriculum.	To measure how much the test taker known before and after the instruction is finished.	Criterion-Reference tests measure the skills the test taker has acquired on finishing a curriculum.	Criterion-Reference tests need not be administered in a standardized format.	Criterion-Reference test scores are reported in categories or percentage.	In Criterion-Reference, the score determines how much of the curriculum is understood by the test taker.

# The Power of Curriculum Based Measures

Educators and researchers across the country will tell you CBM is their assessment of choice for progress monitoring and Response to Intervention because this method of general outcome measurement is:

- **Brief**: Can be administered frequently without disrupting instruction
- **Predictive**: Provides accurate predictions of reading and math achievement
- **Sensitive to improvement**: An increase in ability will be reflected in rising scores on the measure
- **Easy to administer and score**: Can be used accurately by a wide range of education personnel
- **A valid measure** of skills that are central to the domain being measured (reading, math, language arts)
- **Standardized and reliable**: Producing consistent results across time or testing conditions
- **Available in multiple equivalent forms** to reduce practice effects on retesting

# PEC

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2021-2022

# Reading Fall 2021

	Well Below Average	Below Average	Average	Above Average	Well Above Average	Totals	% Needing Tier 1 Only
	1-10	11-25	26-74	75-89	90-99		
K	30	27	54	10	3	124	54%
1	45	28	39	10	5	127	43%
2	14	14	48	11	19	106	74%
PEC 3	1	1	9	2	2	15	87%

**Green Cells**=Within the theoretical range for RTI Tier 1    **Red Cells**=Below the theoretical range for RTI Tier 1

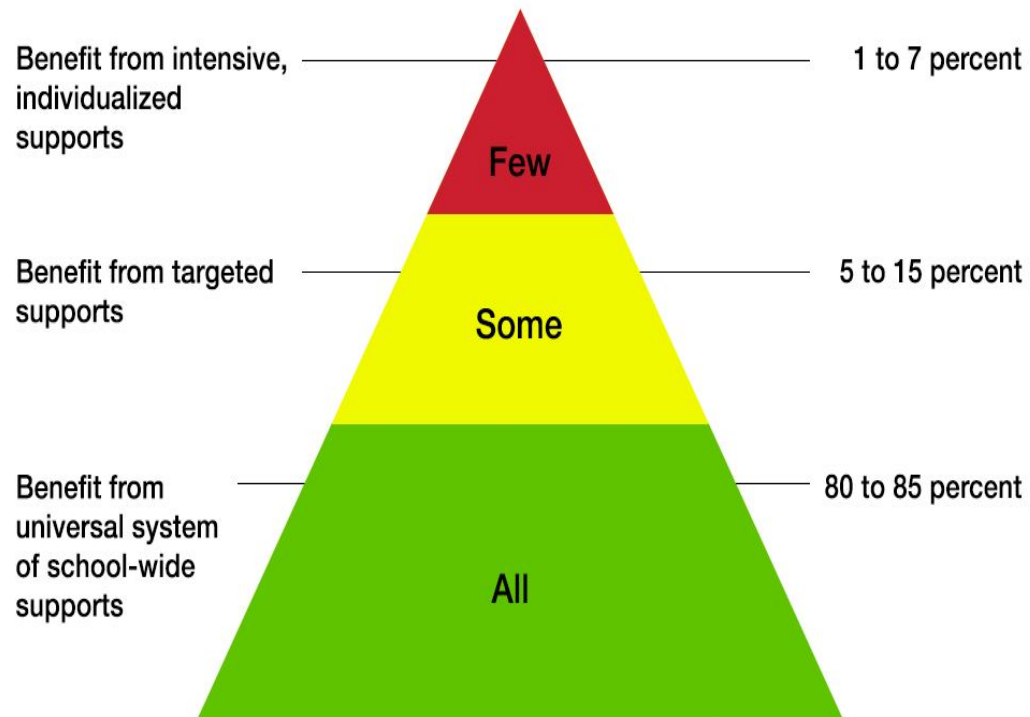


# Math Fall 2021

	Well Below Average	Below Average	Average	Above Average	Well Above Average	Totals	% Needing Tier 1 Only
	1-10	11-25	26-74	75-89	90-99		
K (NNF)	19	31	55	13	4	122	59%
1	27	21	57	9	5	119	60%
2	10	13	53	13	17	106	78%
PEC 3	2	0	10	2	1	15	87%

**Green Cells**=Within the theoretical range for RTI Tier 1   **Red Cells**=Below the theoretical range for RTI Tier 1

# Who Needs Only Tier 1 in Fall 2021?



<https://www.pinterest.com/pin/23010648081628992/>

	Reading	Math
<b>K</b>	54%	59%
<b>1</b>	43%	60%
<b>2</b>	74%	78%
<b>3 (MA)</b>	87%	87%

**Green Cells**=Within the theoretical range for RTI Tier 1

**Red Cells**=Below the theoretical range for RTI Tier 1

# Reading Spring 2022

	Well Below Average	Below Average	Average	Above Average	Well Above Average	Totals	% Needing Tier 1 Only
	1-10	11-25	26-74	75-89	90-99		
K	17	23	75	5	2	122	67%
1	17	17	65	13	12	124	73%
2	10	12	42	23	20	107	79%
Multi-Age 3	0	2	7	2	3	14	86%

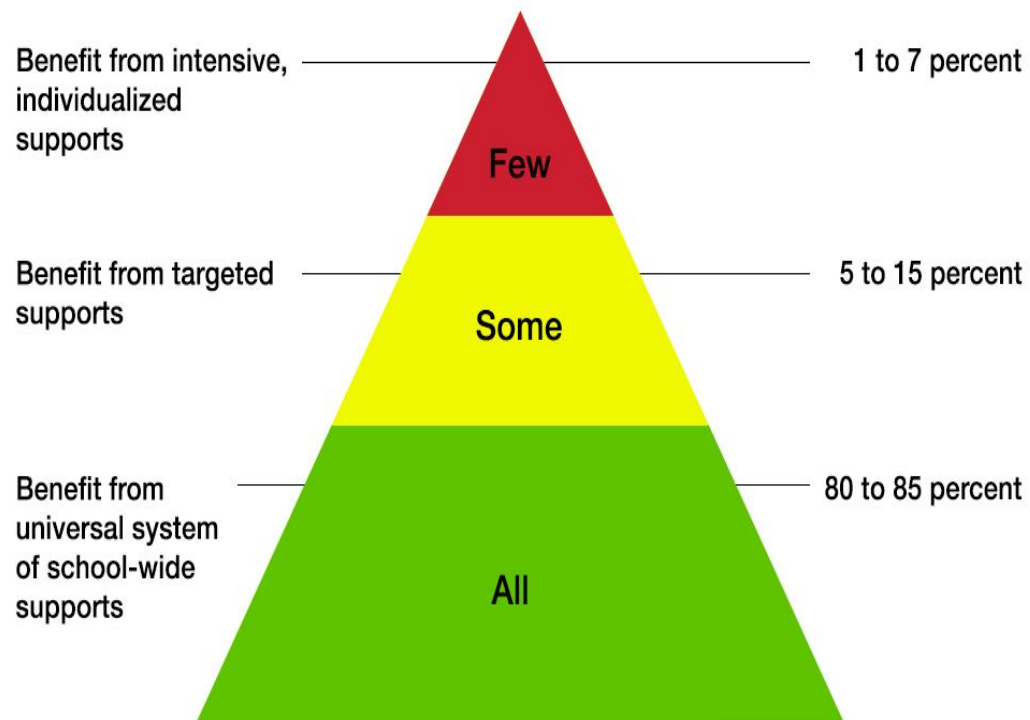
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# Math Spring 2022

	Well Below Average	Below Average	Average	Above Average	Well Above Average	Totals	% Needing Tier 1 Only
	1-10	11-25	26-74	75-89	90-99		
K	10	25	68	13	6	122	71%
1	16	7	58	24	19	124	81%
2	6	8	44	26	23	107	87%
Multi-Age 3	0	3	9	0	2	14	79%

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# Who Needs Only Tier 1 in Spring 2022?



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	Reading	Math
<b>K</b>	67%	71%
<b>1</b>	73%	81%
<b>2</b>	79%	87%
<b>3 (MA)</b>	86%	79%

**Green Cells**=Within the theoretical range for RTI Tier 1

**Red Cells**=Below the theoretical range for RTI Tier 1

# Growth From Fall 21 to Spring 22

	FALL	SPRING		FALL	SPRING	
	Reading		CHANGE	Math		CHANGE
K	54%	67%	+13%age	59%	71%	+12%age
1	43%	73%	+30%age	60%	81%	+21%age
2	74%	79%	+5%age	78%	87%	+9%age
3 (MA)	87%	86%	-1%age	87%	79%	-8%age

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# PEC

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2022-2023

# Reading Fall 2022

	Well Below Average	Below Average	Average	Above Average	Well Above Average		% Needing Tier 1 Only
	1-10	11-25	26-74	75-89	90-99	Totals	
<b>K</b>	18	22	59	15	2	116	66%
<b>1</b>	54	19	49	10	5	137	47%
<b>2</b>	5	25	74	14	12	130	77%

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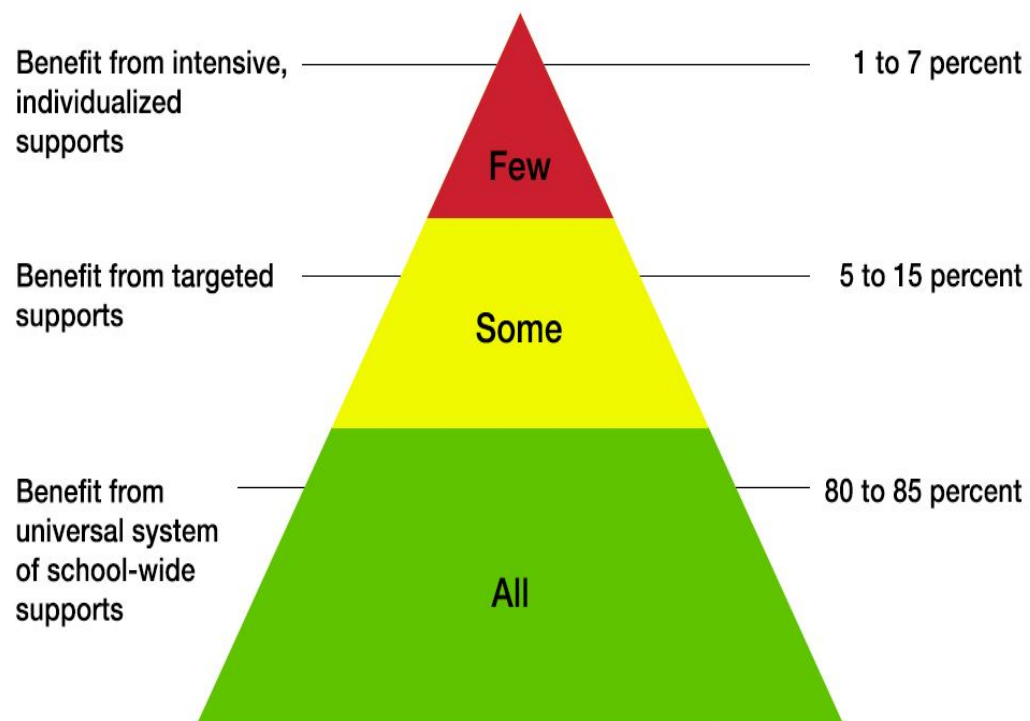


# Math Fall 2022

	Well Below Average	Below Average	Average	Above Average	Well Above Average		% Needing Tier 1 Only
	1-10	11-25	26-74	75-89	90-99	Totals	
K	18	14	63	18	4	117	73%
1	25	28	68	13	3	137	61%
2	26	23	49	21	11	130	62%

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# Who Needs Only Tier 1 in Fall 2022?



<https://www.pinterest.com/pin/23010648081628992/>

	Reading	Math
<b>K</b>	66%	73%
<b>1</b>	47%	61%
<b>2</b>	77%	62%

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# IEC

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2021-2022

# Reading Fall 2021

	Well Below Average	Below Average	Average	Above Average	Well Above Average	Totals	% Needing Tier 1 Only
	1-10	11-25	26-74	75-89	90-99		
3	12	5	54	22	9	102	83%
4	11	6	59	31	27	134	87%
5	6	8	75	25	23	137	90%

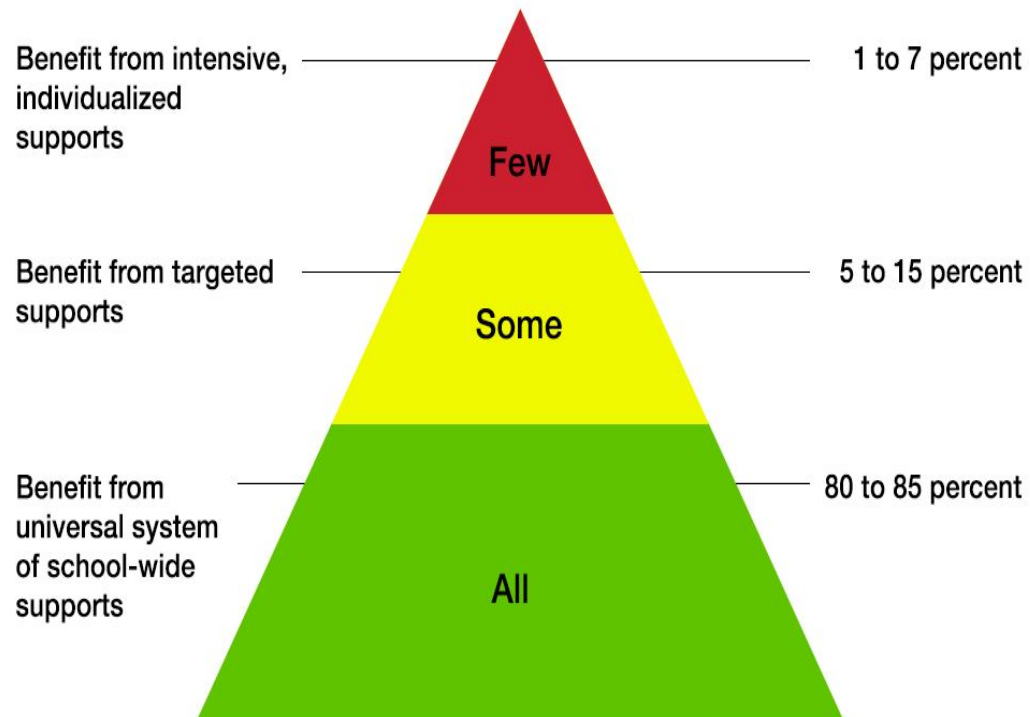
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# Math Fall 2021

	Well Below Average	Below Average	Average	Above Average	Well Above Average	Totals	% Needing Tier 1 Only
	1-10	11-25	26-74	75-89	90-99		
3	10	11	58	20	4	103	80%
4	15	18	47	26	28	134	75%
5	9	22	58	27	28	144	78%

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# Who Needs Only Tier 1 in Fall 2021?



<https://www.pinterest.com/pin/23010648081628992/>

	Reading	Math
<b>3</b>	83%	80%
<b>4</b>	87%	75%
<b>5</b>	90%	78%

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# Reading Spring 2022

	Well Below Average	Below Average	Average	Above Average	Well Above Average		% Needing Tier 1 Only
	1-10	11-25	26-74	75-89	90-99	Totals	
3	9	9	48	25	13	104	83%
4	7	8	48	28	38	129	88%
5	9	5	67	27	34	142	90%

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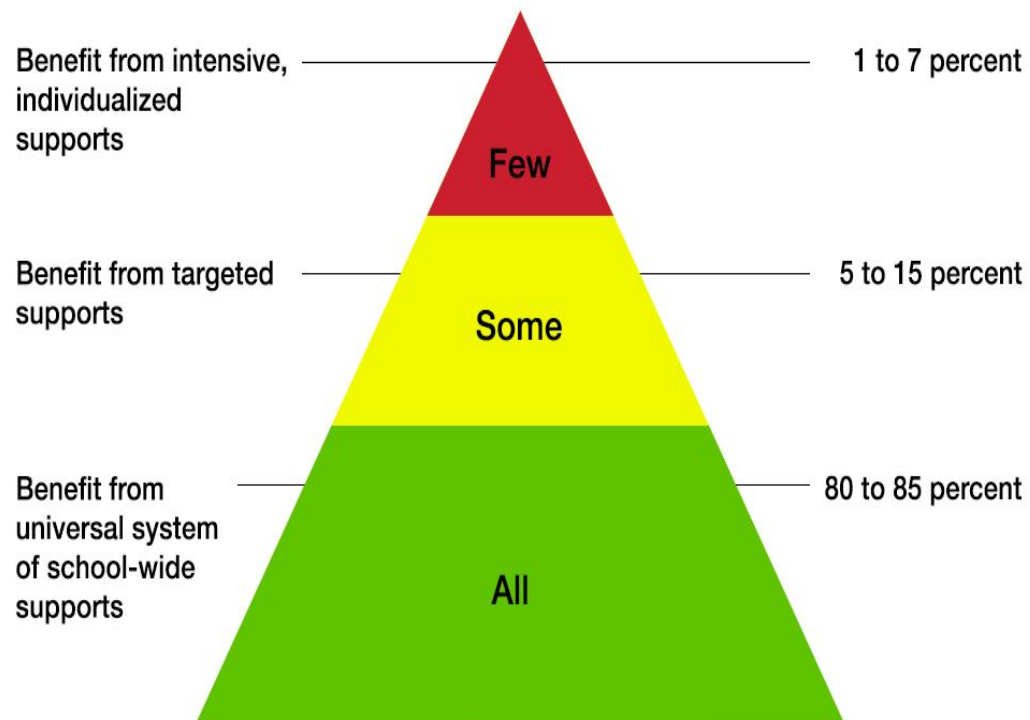
# Math Spring 2022

	Well Below Average	Below Average	Average	Above Average	Well Above Average	Totals	% Needing Tier 1 Only
	1-10	11-25	26-74	75-89	90-99		
3	8	12	47	18	18	103	81%
4	12	6	50	29	35	132	86%
5	7	15	44	28	49	143	85%

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# Who Only Needs Tier 1 in Spring 2022?



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	Reading	Math
<b>3</b>	83%	81%
<b>4</b>	88%	86%
<b>5</b>	90%	85%

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# Growth From Fall 21 to Spring 22

	FALL	SPRING		FALL	SPRING	
	Reading		CHANGE	Math		CHANGE
3	83%	83%	0%age	80%	81%	+1%age
4	87%	88%	+1%age	75%	86%	+11%age
5	90%	90%	0%age	78%	85%	+7%age

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# IEC

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2022-2023

# Reading Fall 2022

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	1-10	11-25	26-74	75-89	90-99	Totals	
3	9	9	68	16	15	117	85%
4	8	6	63	10	34	121	88%
5	5	13	56	30	39	143	87%

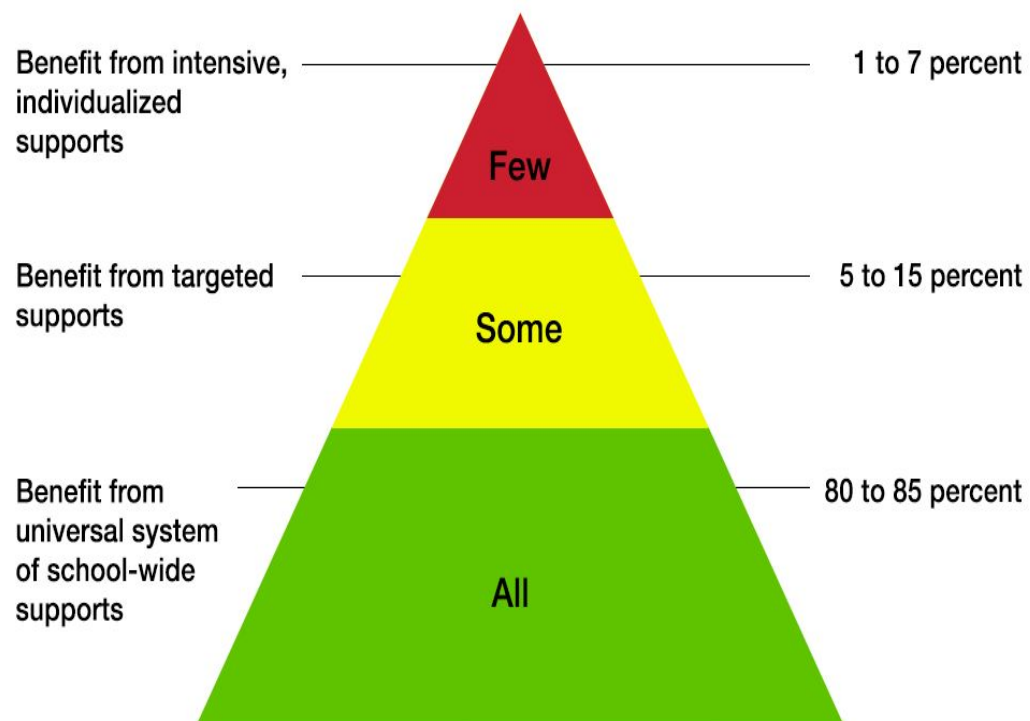
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# Math Fall 2022

	Well Below Average	Below Average	Average	Above Average	Well Above Average		% Needing Tier 1 Only
	1-10	11-25	26-74	75-89	90-99	Totals	
3	15	18	57	19	9	118	72%
4	14	9	56	31	12	122	81%
5	7	11	58	35	31	142	87%

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# Who Needs Only Tier 1 in Fall 2022?



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# A New Baseline

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Understanding the NYS  
Assessment Data

# From NYSED **October 28, 2021**

## 2. Why were prior years' test questions used?

The decision to use previously administered test questions was based on guidance from nationally recognized experts in the assessment field. Reusing test questions provided the benefit of having established scale scores and stable item parameters. Although it was not the driver of the decision, the reuse of previously administered test questions also provided an opportunity for cost savings.

## 3. Why aren't student performance results reported for the entire state as has been done in prior years?

Due to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. That represents less than half of New York's student population. Because only 40% of students' results are available, these state assessment results are not representative of the state's student population and it would be irresponsible to release data at a statewide level. The results should not be compared statewide or by statewide subgroup, or with prior years' results. As a result, the Department is not making statewide comparisons of the data and only district and school level results are posted [on the Department's website](#).



### 2021 Grades 3-8 English Language Arts (ELA) & Mathematics State Assessments Frequently Asked Questions

#### 1. The 2021 Grades 3-8 ELA and Math tests were administered at an extraordinary time for schools, communities, and families. What was different about these tests from prior years?

The Department provided schools with more flexibility in scheduling the Spring 2021 operational tests because of the various methods of instruction used across the state in response to COVID-19. Students who received entirely remote instruction did not have to come to school only for testing.

In addition, the Department required schools to administer only Session 1 of the ELA and Mathematics Tests (the multiple-choice session) to students and only student scores on the Session 1 test questions contributed to students' total scores for the tests. Also, the Department further reduced the length of the tests by removing the embedded multiple-choice field test questions and the tests contained prior years' questions.

#### 2. Why were prior years' test questions used?

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# IEC

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## By the Numbers

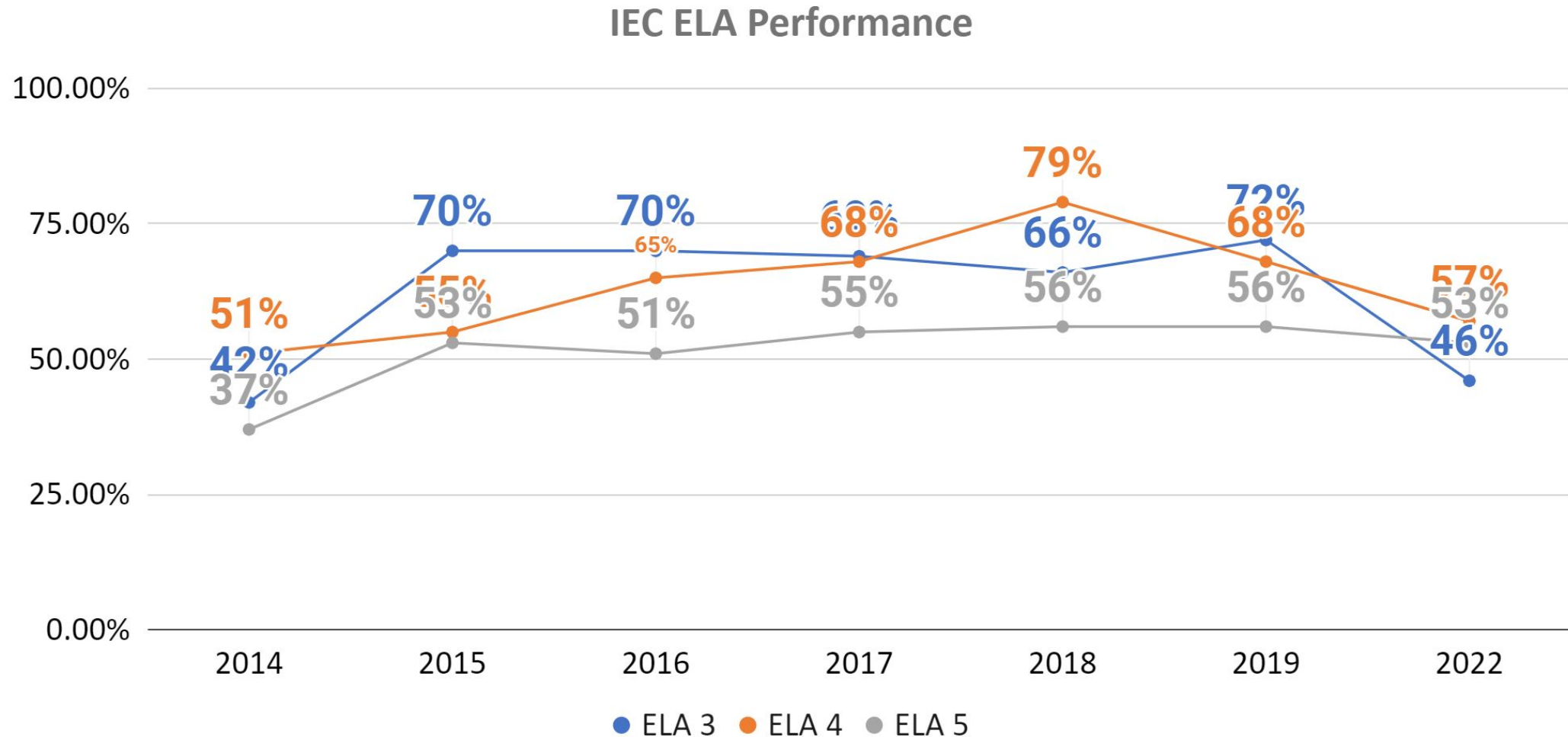
# Student Refusal Data

	Grade 3		Grade 4		Grade 5	
	ELA	Math	ELA	Math	ELA	Math
<b>2014</b>	5%	4%	2%	3%	4%	5%
<b>2015</b>	9%	12%	17%	19%	14%	18%
<b>2016</b>	8%	8%	10%	15%	30%	31%
<b>2017</b>	3%	1%	10%	11%	13%	18%
<b>2018</b>	4%	6%	7%	8%	17%	18%
<b>2019</b>	6%	7%	5%	7%	3%	3%
<b>2020</b>						
<b>2021</b>						
<b>2022</b>	7%	9%	9%	13%	4%	8%

# Comparison ELA Data

	Lew-Port	
2022 Proficiency Rates	% of Tested	% of Eligible
Grade 3	50%	46%
Grade 4	64%	57%
Grade 5	57%	53%

# Historical IEC ELA Results



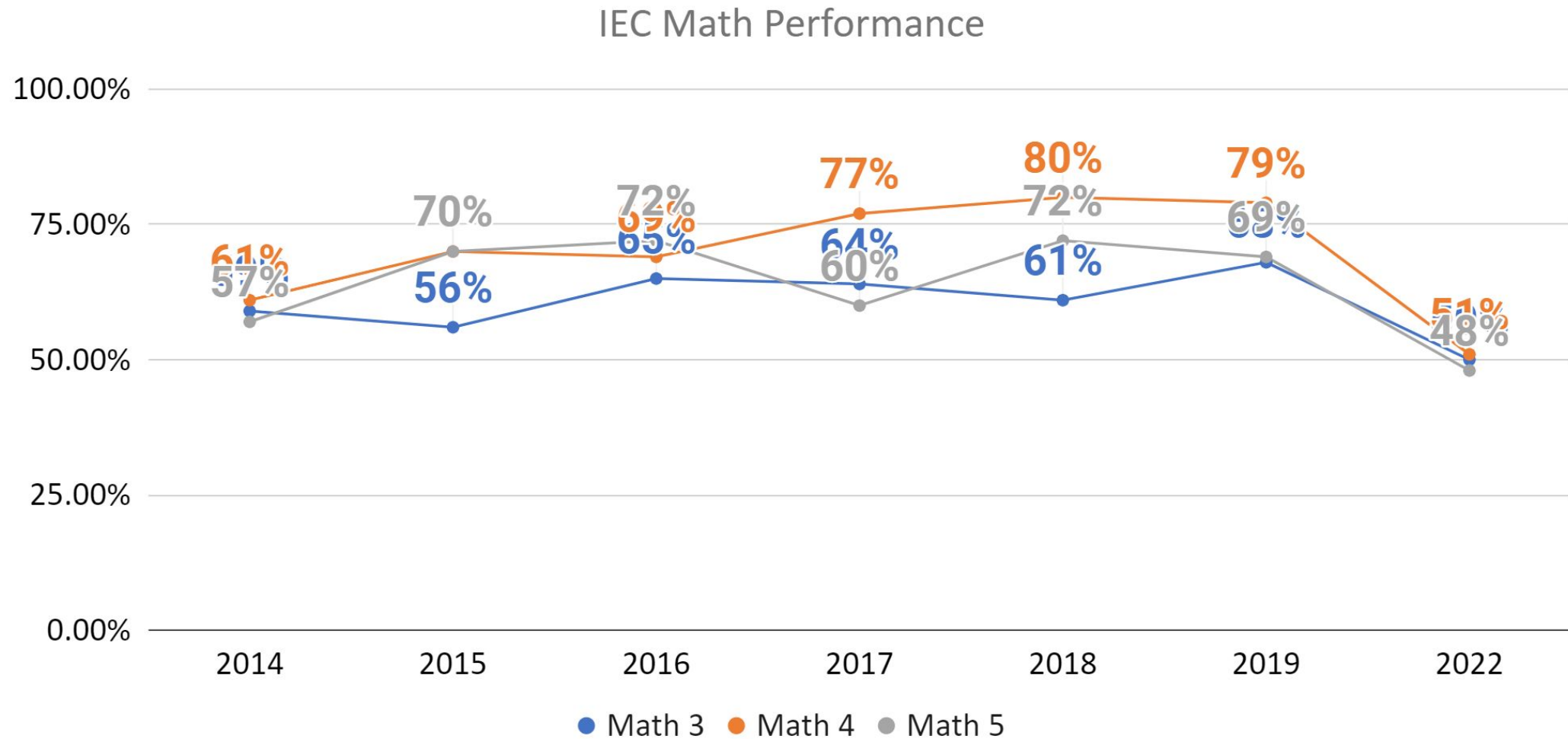
# IEC School ELA Cohort Data

	Grade 3	Grade 4	Grade 5
2014	42%	51%	37%
2015	70%	55%	53%
2016	70%	65%	51%
2017	69%	68%	55%
2018	66%	79%	56%
2019	72%	68%	56%
2020			
2021			
2022	46%	57%	53%

# Comparison Math Data

	Lew-Port	
2022 Proficiency Rates	% of Tested	% of Eligible
Grade 3	57%	50%
Grade 4	61%	51%
Grade 5	54%	48%

# Historical IEC Math Results



# IEC Math Cohort Data

	Grade 3	Grade 4	Grade 5
2014	59%	61%	57%
2015	56%	70%	70%
2016	65%	69%	72%
2017	64%	77%	60%
2018	61%	80%	72%
2019	68%	79%	69%
2020			
2021			
2022	50%	51%	48%



# More

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# Than the Numbers

# PEC Program Highlights

- ★ DEAL: *Drop Everything and Lead*
- ★ Year 1 IntoMath Implementation Monthly Coaching Support
- ★ Year 2 Amplify Science Implementation
- ★ Social Studies Review in progress
- ★ Units of Study continued Professional Development to support Personalized Literacy
- ★ Words Their Way Phonics instruction

# IEC Program Highlights

- ★ New Skill based Report Card with personalized teacher comment
- ★ RTI Process: Tier 2 and 3 Math and Reading interventions
- ★ DEAL Schedule in grades 3-5: *Drop Everything and Lead (LIM, RP and Social Perspectives)*
- ★ Daily Enrichment for students scoring 80% or higher on ELA and Math AIMSWeb Plus
- ★ Year 2 Elevate Science Implementation
- ★ Daily WINN Time
- ★ Social Studies Review in progress
- ★ ELA: Units of Study continued PD to support Personalized Literacy
- ★ Year 4 IRLA implementation

# QUESTIONS

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# FEEDBACK